

rdle and admixture of real activity—were at a minimum.

" Mrs. L's " part was to be merely instrumental to Christopher's private phantasy of being asleep in the shop and keeping someone waiting, The same thing is seen with Harold and his toy gun on 214.25. "Harold found a*toy revolver in the sand-pit, and used it for some time. He said to Mrs. L, ' I know a lovely game. You go along there and then I will say, " A lady to shoot," and then you must fall down/ The others joined in too." And with Martin and his " cake " on 12.3,25: " Martin filled a pail with sand and brought it to the top of the steps, and said, ' Come and look at the cake I made, come and see it/ and insisted on Mrs. I. pretending to eat some several times." Paul's magical

gestures with the trowel on 15.5.25 may be noted. " In the morning when the other children were running as engines, Paul had taken a trowel and thrown it up into the air as a signal for the engines to start or stop, calling out to Mrs. L, ' When this goes up, you must stop/ He did this for a long time/' This is an instance of one child exploiting the independent activity of the others to satisfy a phantasy of power of his own. The other children in fact took no notice of Paul's commands, and as far as real effect went he had to be content with Mrs. I/s obedience to his will. But as he kept the action up for so long, he was probably not looking for real satisfaction.

-.Typically, then, in this primary phase, the play of a number of young children is little more than a congeries of individual phantasies. When these phantasies happen to overlap, they give rise to common activity, and may for the time being weld the players together into a group. ^ As the children get to know each other, and build up a common history,

the mutual adaptation of phantasy occurs more and more often. They gain the experience of doing things together in some way and some sense, and discover the benefits and delights of mutual support, both in imaginative play and in real achievement.

But the misfits of these individual phantasies are perhaps even more educative. <It is when his purposes happen to clash with those of others that the child is stirred to a vivid, if momentary, realisation of the reality of other people as persons.) Several of the incidents quoted illustrate the typical first reaction of a child to such signs of independent life in